

Using Compound Elements

You probably know by now that in good writing, similar elements are kept together to form a cohesive unit. This is something to keep in mind as you combine sentences.

You may notice two sentences that are quite similar as you read the first draft of your writing. Perhaps only the subject, the verb, or the complement is different. These types of sentences can easily be combined by using coordinating conjunctions.

Coordinating Conjunctions

and but or nor for so yet

Original: Jeff enjoys watching old movies. His father does, too.

Combined: Jeff **and** his father enjoy watching old movies.
(Here the subjects have been combined.)

Original: Jeff will write a movie. He will direct it, too.

Combined: Jeff will write **and** direct a movie.
(Here the verbs have been combined.)

Original: Jeff's favorite films are short. They are award-winning.

Combined: Jeff's favorite films are short **yet** award-winning.
(Here the complements have been combined.)

Coordinating conjunctions can also be used to join entire sentences. Since each conjunction has a different meaning, it may be helpful to review the meaning each conjunction can have in your sentences.

Original: Jeff likes movies. His friend likes TV shows.

Combined: Jeff likes movies, **and** his friend likes TV shows.
Jeff likes movies, **yet** his friend likes TV shows.
Jeff likes movies, **but** his friend likes TV shows.
Jeff likes movies, **so** his friend likes TV shows.
Jeff likes movies, **for** his friend likes TV shows.

DIRECTIONS Join the compound elements in the following sets of sentences. Add commas when necessary.

- Change, add, or delete words to make the new sentences read correctly.
- Make your changes on the worksheet.

EXAMPLE Our flight was delayed, ^{so} we slept in the airport.

1. In a tribute to her teacher, the young pianist played Beethoven's "Moonlight Sonata." She was not the first student to perform the piece.

LESSON 2, continued

2. The mayor allowed development next to the park. The mayor also decreased the police force.
3. Shakespeare's plays continue to capture the imagination of readers. They have complex characters, universal themes, and amazing language.
4. The reader's comments encouraged Sharleen to be more careful in her research. They emphasized the importance of fact-checking.
5. The audience gasped as the ski jumper approached the dangerous hurdle. They clapped when he landed safely.
6. The tornado could whip through the town, leveling everything in its path. It could disappear before it reaches the city limits.
7. Margaretha Meyer Schurz set up the first kindergarten in the United States in 1856. She could teach children in her home.
8. The sword was discovered in the attic, where his great-great-grandfather had stored it. He was not surprised that it was dusty and rusted.
9. As the plane began its descent, I gazed out the window. I could not see the ground because of the thick clouds.
10. *Walden* is Henry David Thoreau's account of his experiment in simple living. It expresses his desire to live in harmony with nature.
11. The man did not appreciate the manner in which his associate spoke to him. He also did not care for the way his associate looked at him.
12. Jenny told her teacher she would not be tardy again. She was late one day this week.
13. Does Matthew want to go to the concert with us? Would he rather go with Kim and Les?
14. Linda was relieved when she found her dog. She was exhausted after the long search.